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ABSTRACT

At Santa Ana College (California), a bilingual secretarial/clerical program was proposed to meet the needs of their predominately Mexican and bilingual community, and to help meet the demand for bilingual employees. The goal of the program was to raise the proficiency of these students to that of the Anglo graduates so that they could perform all functions with skill at the entry level but also use their bilingual background advantageously. The report includes an outline of the curriculum, a description of the facilities and equipment, and a discussion of various learning aids used including individualized instruction, learning laboratories, an instructor of Spanish-speaking background, and an instructional aide. A budget analysis containing the necessary facilities, equipment, and personnel is included. (RN)

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# THE ADMINISTRATIVE ASPECTS IN THE DEVELOPMENT OF A BILINGUAL SECRETARIAL/CLERICAL PROGRAM AT SANTA ANA COLLEGE

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Education 441-D

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for

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# CHAPTER I

## INTRODUCTION AND STATEMENT OF THE PROBLEM

As the junior college system in California began to expand, and the name of the institution was changed to the community college, more and more the responsibility of developing programs to serve the need of the community began to rest heavily on the shoulders of the staff in the institution. From the inception of the junior college system, the truly academic transferable programs have been the forerunner of the instructional curriculum.

Today another responsibility has developed which brings the needs of industry and the community into the realm of the instructional phase of the community college. This is being done so as to more and more serve the needs of the community. The community colleges are developing programs which will prepare the people of the community in periods of six months, one-year, two-years, to acquire a skill that will make them productive and effective citizens. The junior colleges have fully accepted the responsibility for occupational education. (7:184)

In the southern-most area of California, near the Mexican border, Mexico and the adjoining counties have supplied the communities with a population that has a distinctly different ethnic, cultural language background than the majority of citizens in the other inner cities. For too many years the cultural and ethnic background has been ignored. However, in the last few years, attention has been given to the fulfillment of the needs of the entire community, and particularly of

those in the minority who have some educational deficiencies, due to a particular language barrier. (4:22) Bilingual education was practically ignored until very recently in the United States. Some border towns, and of course, towns in Mexico had schools which we find were offering courses for bilingual students to prepare them for gainful employment in their local areas. (6:3)

With Santa Ana College serving a large Mexican population centered close to the College, attention was given to the thought that bilingual education in the clerical-secretarial fields should be of concern in helping this segment of our community. Being aware of the necessity of having such a program, Santa Ana College ventured into the implementation of a Bilingual Secretarial/Clerical Program. The commitment of the College then, in the terms of educationally handicapped students in a predominately Mexican and bilingual community, necessitated Santa Ana College accepting the challenge to do what was necessary to implement a program for the total community. Therefore, the discussion of the Bilingual Secretarial/Clerical Program proceeded.

## CHAPTER II

## DETERMINING THE NEED FOR THE PROGRAM

There are many individuals, who because they possess only a partial proficiency in the English language, do not achieve their full potential in regular secretarial courses. Limitations of space, equipment and properly constructed instructional programs have made it necessary to combine students in regularly registered secretarial courses. Meeting the needs of ALL youth is a big challenge for any State to accept, much less a community college. (2:4)

Due to the large number of persons with Mexican ancestry in the Santa Ana and Orange areas, our business and professional groups find it desirable to employ Spanish-speaking persons to participate in the delivery of clerical services. Thus far, demands have exceeded the College's possible supply.

In order to additionally assess the need, research must be done in the community regarding possible employment of most students completing such a program. Organizations such as the Human Resources Development Centers, Neighborhood Youth Corps, Operations SER, Civil Service Offices, State Employment Offices, County Employment Offices, the health offices, hospitals, medical centers and attorneys firms were contacted in order to help us assess the need. Without exception, the response was a definite demand for bilingual employees who could perform efficiently in a monolingual office.

The need is explained by Vernon F. Linnaus in the following manner:

> The expanding commerce within Mexico and between the United States and Mexico will require not only young, energetic men and women in managerial capacities, but also equally bright and ehthusiastic young people in the office who are adept at commercial communicative skills in both the Spanish and English languages. (6:3)

As the community faces the inevitable realization that it is becoming more urban as months pass, the problems and possibilities of the city calls for new patterns of preparation for jobs, some with descriptions yet to be written. The community college is looked to for these semiprofessional personnel. (3:68)

## CHAPTER III

## REVIEW OF THE RELATED LITERATURE

Research on the junior college Bilingual Secretarial/Clerical studies is a fairly new phenomenon, therefore emphasis in this review was placed on recent research. Most of the references noted will bear the dates of 1967 and later. No attempt was made to conduct any search of literature prior to 1965. The problems in educating the culturally disadvantaged are reflected in this review. However, the vast amount of research is beyond the bounds of this report. The characteristics of projects for students who are culturally and educationally disadvantaged are very broad, but the area for the program in Bilingual Secretarial/Clerical was very narrow and constitutes a very small portion of the review or problems for the culturally disadvantaged. It must be kept in mind that the importance of education in the community college has expanded from simply that of providing two-year transfer work, to the overall fulfillment of the individual's needs and the community's needs for the junior college students.

As indicated in the research by K. Patricia Cross:

> We possess only traditional measures to describe a student who does not fit the tradition. The inevitable result is that we picture America's newest college student as being less adequate than his peers at the tasks of higher education -- tasks which have been developed over the years for a different type of student. (1:53)

Thus, if this be the case, it is quite clear that the student who is educationally and possibly culturally disadvantaged has been misplaced, or lacks a place in our new community college, or the new college of the Americas. It is inevitable that we must establish programs, and our area of responsibility is clearly defined for us if we are to meet the needs of the community.

In the review of the literature, the various secretarial certificate and degree programs in the community colleges were investigated. It was found that in the Southern California area there were no schools offering a complete curriculum in Bilingual Secretarial/ Clerical. There were one or two high schools in which a one-hour per day session in secretarial/clerical, that had been developed for predominately Spanish-speaking students was being offered.

The public schools as well as private schools in the cities of Brownsville, Texas; Nogales, Arizona; Douglas, Arizona; and other border towns, have instituted bilingual secretarial programs in their high schools and community colleges in response to the great commercial exchange between the American towns and the Mexican cities, none of which have complete programs. Rather than attempt to develop a standard pattern of bilingual programs, schools in these cities have apparently explored the programs to meet the needs of their particular situation. In view of the diversity of needs encountered, this would seem to be a logical and effective approach. (6:3)

In reviewing the literature, the information felt to be necessary for a good Bilingual Secretarial/Clerical Program was, that which would offer an overall instructional presentation to develop the student for the world of work. Therefore, they should be as proficient as their counterpart the Anglo student, and be able to perform all functions at the entry level skill, but also be able to offer the advantage of the bilingual background.

## CHAPTER IV

## CURRICULUM DESIGN FOR THE BILINGUAL SECRETARIAL/CLERICAL PROGRAM

As discussed earlier, many other institutions along the Mexican-American border have instituted Bilingual Secretarial Programs in the high schools, and some in the community colleges in response to the great commercial exchange between American towns and Mexican cities. Rather than attempting to develop a standard pattern of Bilingual Secretarial Programs, schools in these cities have apparently explored programs to meet the needs of their particular situation. (2) In view of the diversity of the needs encountered, this would seem to be a logical and effective approach.

There seems to be two distinct approaches applicable to Bilingual Secretarial/Clerical Programs -- to create bilingual secretaries who will perform in bilingual business offices, and to train bilingual students who will perform mainly in an office where only English is spoken. After long discussions with the division chairmen and the staff, of the two approaches, the latter seems to be far more significant for our predominately monolingual American economy. Moreover, the second approach is far more realistic and beneficial to the students, since it encourages them to compete with a linguistic handicap in the American business world.

Therefore, the approach of the Bilingual Secretarial/Clerical Program was to prepare students with a Spanish language back-

ground for the secretarial/clerical positions. With this in mind then, the primary objectives of the programs would include:

1. Training the students early in the basic office tasks.
2. Training the students in telephone techniques, using both English and Spanish.
3. Training students in the use of transcribing machines.
4. Training students in the use of duplicating machines.
5. Developing the ability to use correct business English and Spanish.
6. Training the students in basic Typewriting.
7. Training the students in Filing procedures.
8. Training the students in Beginning Shorthand.

Of vital importance to the success of this Bilingual Secretarial/ Clerical Program are the teaching materials designed for individualized and auto-tutorial instruction. With the increased difficulty of acquiring adequately qualified instructors, and with the continuous development of widely varied aids to teaching and learning, we seek more efficient means for utilizing faculty services. (5:5) This means that a development of instructional materials and equipment is a necessity. The EFI Learning Laboratory is an example of a piece of equipment required for individualized and auto-tutorial instruction.

More and more today the lecture-type presentation in the community college is being abandoned. Schools are beginning to utilize

learning laboratories, individualized instruction and employ Instructional Aides in the classroom so that the students may proceed at their own rate and learn as rapidly as they wish.

## CHAPTER V

## DEVELOPING THE PHYSICAL FACILITIES, EQUIPMENT AND INSTRUCTIONAL MATERIALS

A factor to consider when the facilities are to be determined involves the total number of students that will ultimately be considered for a particular class size. In class size, certain parameters must be considered in a project such as the Bilingual Secretarial/Clerical Program. Primarily, the objective for instructing the disadvantaged must take into consideration their particular disadvantage; in this case, that is the sometimes monolingual ethnic disadvantage -- if it is one. Secondly, if we are to utilize the concept of individualized instruction -- self-learning instruction and auto-tutorial instruction -- we have identified another parameter. Therefore, in the discussions with the division chairman and the divisional staff concerned with secretarial instruction, it was determined the class size for the Bilingual Secretarial/Clerical Program would be held to a maximum of 32 students. This figure was arrived at using the premise that one Instructor and one Instructional Aide could be employed in giving the closest proximity to individualized instruction, utilizing also the assistance of auto-tutorial procedures. This would, in essence, have the tendency to give a lower student-teacher ratio as the course progressed. Thus, the facilities and the equipment necessary were initially determined by the class size set in the early stages of the planning.

The next step in the development of physical facilities involves the decision as to what equipment should be used. The equipment

to be purchased will determine to some extent, the instructional materials that must be purchased.

After surveying the various vendors and their recommendations on equipment and other materials necessary for this particular program -- room size was determined by adjusting the various combinations, seating arrangements and equipment arrangements, to get the maximum utilization.

It must be kept in mind that in developing the physical facilities, the most desirable situation would be a new facility. However, in many instances, and in this particular case, the facilities were available. Therefore, it meant finding within the existing facilities, a room that would approach as close as possible the square footage dictated by the agreed-upon class size. It should be noted that the square footage was arrived at using the California State figure from Form JCAF-23A for the Business Areas, of 30 Assignable Square Feet per Student Station (30 ASF/Sta.) times the number of students. Thus, 30 ASF/Sta. x 32 = 960 ASF.

In determining a completed budget, of course, we must include the facilities, equipment, and necessary personnel. A program such as this - a special program - requires specially trained and equipped personnel.

It was determined in this situation, after discussion with the division chairman and other people in our local advisory committees, that an instructor with a Spanish-speaking background was necessary,

as well as an Instructional Aide. The Instructional Aide should have a Spanish background as well, with some understanding of clerical duties and secretarial responsibilities.

Other side issues that are not necessarily discussed to any great length include, of course, staff time for curriculum development, a coordinated instruction specialist, a counseling specialist in vocational education, and the other supportive personnel and materials to make the program succeed. These will be listed with the applicable account number in the budget listing.

Therefore, around these elements as indicated, the equipment list will have listed these basic items to fulfill the curriculum objectives. Table A is the Budget Analysis for the program indicating the State Code for budgetary accounting.

Table B is a sketch of the classroom layout to be used in the Bilingual Secretarial/Clerical Program. Included is the approximate square footage and the arrangement of the desks that will have the typewriters and other equipment located on them. It must be mentioned that in utilizing existing facilities, as is being done in this particular case, a sketch is very necessary for transmittal to the division of operations and facilities, so that a summer program for alterations to the classrooms or buildings can be developed. This is necessary if the alterations are to be completed in time for instruction to begin during the first week of the fall semester.

The detailed instructions for alterations to the particular classroom are not listed in this project, due to time limitations and they are not within the scope of the project. However, it can be briefly stated, that all information relative to moving partitions or walls, carpeting for the floors, location of electrical outlets, location of chalkboards, placement of desks, electrical connections for electric typewriters and transcribers, painting, etc. must all be indicated.

One last item of major importance must be mentioned. It must be emphasized that close coordination is essential between the instructional office and the operations office to be sure that necessary materials for alterations to buildings is ordered in the proper sequence for delivery in time to accomplish the planned changes.

Allowance for unforeseen delays should be contemplated. The instructional equipment also requires necessary follow-up in ordering so that a proper sequence in time is followed to allow for installation and checkout before instruction begins.

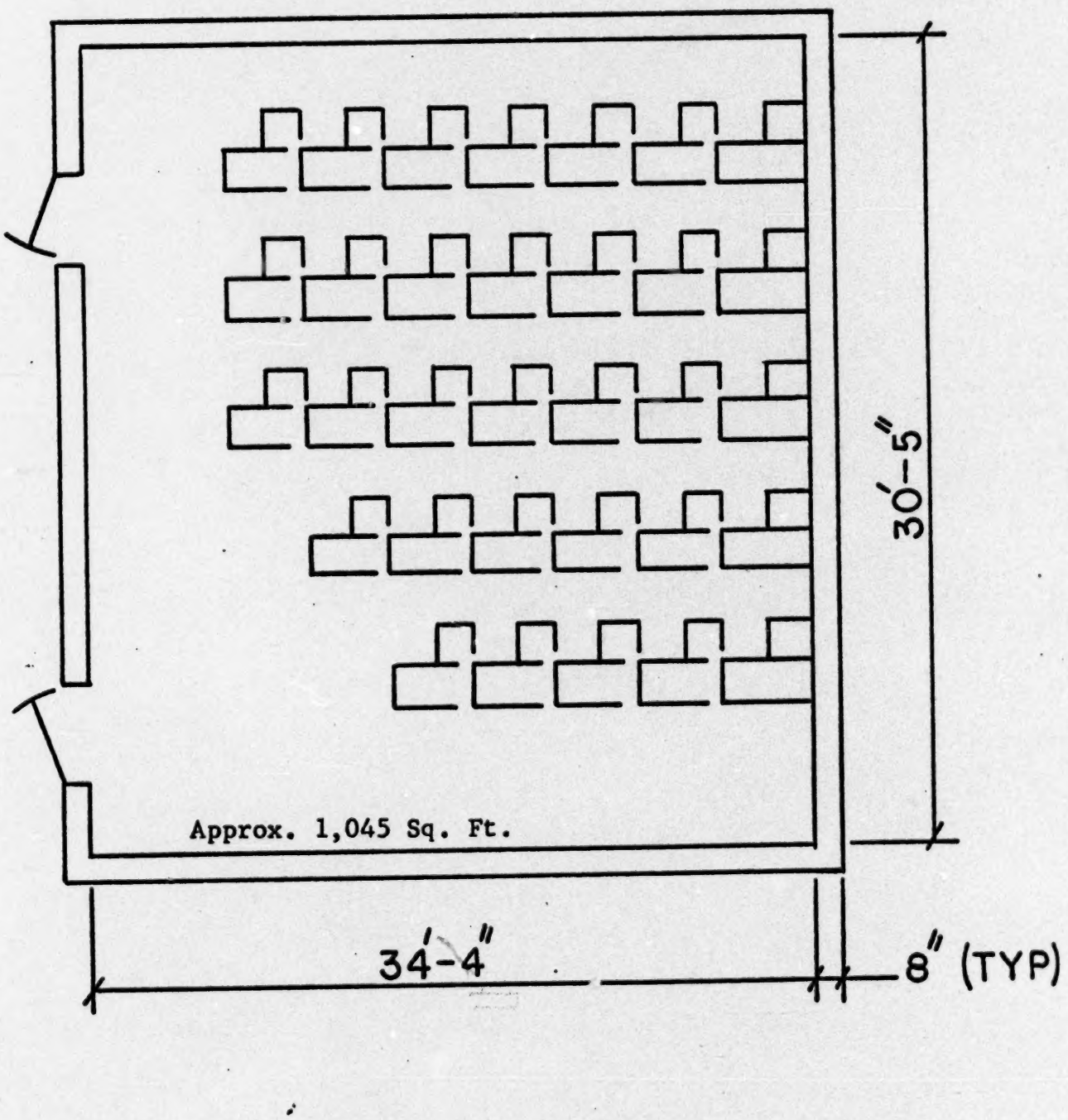
TABLE A

Budget Analysis for
Bilingual Secretarial/Clerical Program

| Account Number | | | Amount |
|---|---|---|---|
| 213 | Instructor - 1 FTE | $12,032 | |
| | Coordinated Instruction Specialist 4 LHE @ 362 = | $ 1,448 | |
| | Vocational Education Counselors 4 LHE @ 362 = | $ 1,448 | $14,928 |
| 220 | Clerk-Typist - 0.5 FTE @ 6,030 = | $ 3,015 | |
| | Graphic Artist - .2 FTE @ 8,682 = | $ 1,736 | |
| | Instructional Aide - 1.0 FTE @ 7,085 = | $ 7,085 | $11,836 |
| 290 | Curriculum Consultant | $ 200 | |
| | Instructional Materials Consultant | $ 200 | |
| | Audio-Visual Materials | $ 578 | |
| | Instructional Supplies | $ 2,500 | $ 3,478 |
| 1269 | Equipment | | |
| | 1 Gestetner Mimeograph Master Cabinet | $ 125 | |
| | 2 Mimeoscopes @ $125 | $ 250 | |
| | 1 A.B. Dick Duplicator Cabinet | $ 100 | |
| | 30 Garrett Desks, Model 9242 @ $125 | $ 3,750 | |
| | 30 Steelcase Chairs, Model C-131 @ $40 | $ 1,200 | |
| | 1 Garrett Demonstration Stand | $ 75 | |
| | 31 MAXTON Locks for typewriters @ $16 | $ 496 | |
| | 1 AV Stand | $ 100 | |
| | 16 IBM Selectric II Typewriters 13-1/2" Carriage @ $536 | $ 8,576 | |
| | 3 IBM Selectric II Typewriters 15-1/2" Carriage @ $558 | $ 1,674 | |
| | 10 IBM Model II Typewriters 12-1/2" Carriage @ $432 | $ 4,320 | |
| | 2 IBM Model D Typewriters 16" Carriage @ $465 | $ 930 | |
| | 1 Gestetner Mimeograph, Model 460 @ $1,150 | $ 1,150 | |
| | 1 A.B. Dick Fluid Duplicator, Model 217 @ $500 | $ 500 | |
| | 15 Assorted Brands 10-Key Adding Machines @ $250 | $ 3,750 | |
| | 1 3M Overhead Projector @ $200 | $ 200 | |
| | 1 EFI Learning Laboratory (complete) @ $6,500 | $ 6,500 | $33,690 |
| | | TOTAL | $63,938 |

TABLE B

CLASSROOM LAYOUT FOR BILINGUAL
SECRETARIAL/CLERICAL PROGRAM



## CHAPTER VI

## SUMMARY AND CONCLUSIONS

In the administration of the community colleges today, it is incumbent upon the administrator that the search for innovative programs and innovative faculty continue in a never-ending pursuit. If the community college is to truly serve the needs of the community, then programs for all is a challenge not to be denied.

The education of students transferring to the institutions of higher education has been given consideration from the inception of the junior colleges. The time has come in which we must develop programs that prepare the citizens of our communities for living today, because today the educational opportunity is more than a privilege, it is a citizen's right. In developing the Bilingual Secretarial/Clerical Program, the community college is not only tapping new pools of human talent, but we are preparing for new kinds of social and vocational responsibilities. (3:14)

In the area of bilingual programs particularly, the community college must take a strong step forward in preparing the community and the citizens to take their well deserved place in society. This means the utilization of those with cultural and ethnic backgrounds somewhat different than the usual leaders of American society. It also means that we must understand their cultural background and heritage to make this work.

This approach sometimes causes problems not only within the college, but within the community as well. In some cases, the ethnic and cultural background does not allow the families to have the same goals and objectives as far as education is concerned, especially on the female side of the family.

The responsibilities of the administrator are not confined to the area of innovative programs and faculty; they include the many undefined and sometimes unmentioned responsibilities never discussed in the theory of administration. It means the continual coordination for harmonious solution and problem-solving to accomplish the objectives and goals within a time-frame, so that the school and the community, as well as the faculty and students, will benefit from the planning that has been set down.

The problems inherent with new programs, new cultures, new ethnic and social backgrounds are endless and could be discussed in great detail, but do not fall within the purview of this project. Therefore in summary, we can only say that the never ending search must continue if the community college is to develop programs other than the successful ones being offered at the present. The time has now come when the communities and the junior colleges must determine that they want the very best for their students, and work out the plans for the new curricula. "The successful techniques might then serve as models for less adventurous junior colleges." (7:28)

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